

# About The New England Common Assessment Program



This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program.

NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2011 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

## School Results

**School:** Gray-New Gloucester Middle Sch

**District:** RSU 15/MSAD 15

**Code:** 1209-1530



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

# Grade Level Summary Report

**School:** Gray-New Gloucester Middle Sch  
**District:** RSU 15/MSAD 15  
**State:** Maine  
**Code:** 1209-1530

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>157</b>			<b>157</b>			<b>14,397</b>			<b>100</b>			<b>100</b>			<b>100</b>		
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
	155	155	155	155	155	155	14,031	14,013	13,967	99	99	99	99	99	99	97	97	97
With an approved accommodation	18	18	18	18	18	18	2,072	2,057	1,975	12	12	12	12	12	12	15	15	14
Current LEP Students	0	0	0	0	0	0	380	386	378	0	0	0	0	0	0	3	3	3
With an approved accommodation	0	0	0	0	0	0	170	176	166							45	46	44
IEP Students	17	17	17	17	17	17	2,082	2,068	2,052	11	11	11	11	11	11	15	15	15
With an approved accommodation	17	17	17	17	17	17	1,634	1,624	1,559	100	100	100	100	100	100	78	79	76
<b>Students not tested in NECAP</b>	2	2	2	2	2	2	366	384	430	1	1	1	1	1	1	3	3	3
State Approved	2	1	2	2	1	2	251	258	265	100	50	100	100	50	100	69	67	62
Alternate Assessment	2	1	2	2	1	2	221	221	225	100	100	100	100	100	100	88	86	85
First Year LEP	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	1	0	1
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	27	37	37	0	0	0	0	0	0	11	14	14
Other	0	1	0	0	1	0	115	126	165	0	50	0	0	50	0	31	33	38

### NECAP RESULTS

	School												District					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
<b>READING</b>	157	2	0	155	39	25	91	59	16	10	9	6	851	155	25	59	10	6	851	14,031	21	56	17	6	848
<b>MATH</b>	157	1	1	155	27	17	82	53	33	21	13	8	844	155	17	53	21	8	844	14,013	17	43	21	19	842
<b>WRITING</b>	157	2	0	155	12	8	91	59	42	27	10	6	841	155	8	59	27	6	841	13,967	7	44	37	12	839

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

### Disaggregated Reading Results

School: Gray-New Gloucester Middle Sch  
 District: RSU 15/MSAD 15  
 State: Maine  
 Code: 1209-1530

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
<b>All Students</b>	157	2	0	155	39	25	91	59	16	10	9	6	851	155	25	59	10	6	851	14,031	21	56	17	6	848
<b>Gender</b>																									
Male	82	2	0	80	14	18	46	58	11	14	9	11	848	80	18	58	14	11	848	7,091	15	57	20	8	846
Female	75	0	0	75	25	33	45	60	5	7	0	0	855	75	33	60	7	0	855	6,940	27	55	14	4	851
Not Reported	0	0	0	0									0	0					0	0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	4	0	0	4									4						4	203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2									2						2	107	10	55	23	11	844
Asian	1	0	0	1									1						1	235	33	44	16	7	851
Black or African American	1	0	0	1									1						1	373	9	44	28	19	840
Native Hawaiian or Pacific Islander	0	0	0	0									0						0	10	40	50	10	0	856
White	148	2	0	146	38	26	86	59	14	10	8	5	852	146	26	59	10	5	852	12,968	21	57	17	6	849
Two or more races	1	0	0	1									1						1	135	20	58	19	4	849
No Race/Ethnicity Reported	0	0	0	0									0						0	0					
<b>LEP Status</b>																									
Current LEP student	0	0	0	0									0						0	380	6	38	32	23	838
Former LEP student - monitoring year 1	0	0	0	0									0						0	18	44	56	0	0	860
Former LEP student - monitoring year 2	1	0	0	1									1						1	26	58	42	0	0	860
All Other Students	156	2	0	154	38	25	91	59	16	10	9	6	851	154	25	59	10	6	851	13,607	21	57	17	6	849
<b>IEP</b>																									
Students with an IEP	19	2	0	17	0	0	7	41	4	24	6	35	836	17	0	41	24	35	836	2,082	1	33	39	27	835
All Other Students	138	0	0	138	39	28	84	61	12	9	3	2	853	138	28	61	9	2	853	11,949	24	60	13	2	851
<b>SES</b>																									
Economically Disadvantaged Students	48	1	0	47	5	11	32	68	5	11	5	11	848	47	11	68	11	11	848	5,990	11	55	24	10	844
All Other Students	109	1	0	108	34	31	59	55	11	10	4	4	853	108	31	55	10	4	853	8,041	28	57	12	3	852
<b>Migrant</b>																									
Migrant Students	0	0	0	0									0						0	9					
All Other Students	157	2	0	155	39	25	91	59	16	10	9	6	851	155	25	59	10	6	851	14,022	21	56	17	6	848
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0									0						0	1,368	9	53	30	9	843
All Other Students	157	2	0	155	39	25	91	59	16	10	9	6	851	155	25	59	10	6	851	12,663	22	56	16	6	849
<b>504 Plan</b>																									
Students with a 504 Plan	7	0	0	7									7						7	401	14	64	19	4	847
All Other Students	150	2	0	148	38	26	85	57	16	11	9	6	851	148	26	57	11	6	851	13,630	21	56	17	6	848

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

# Mathematics Results

School: Gray-New Gloucester Middle Sch  
 District: RSU 15/MSAD 15  
 State: Maine  
 Code: 1209-1530

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

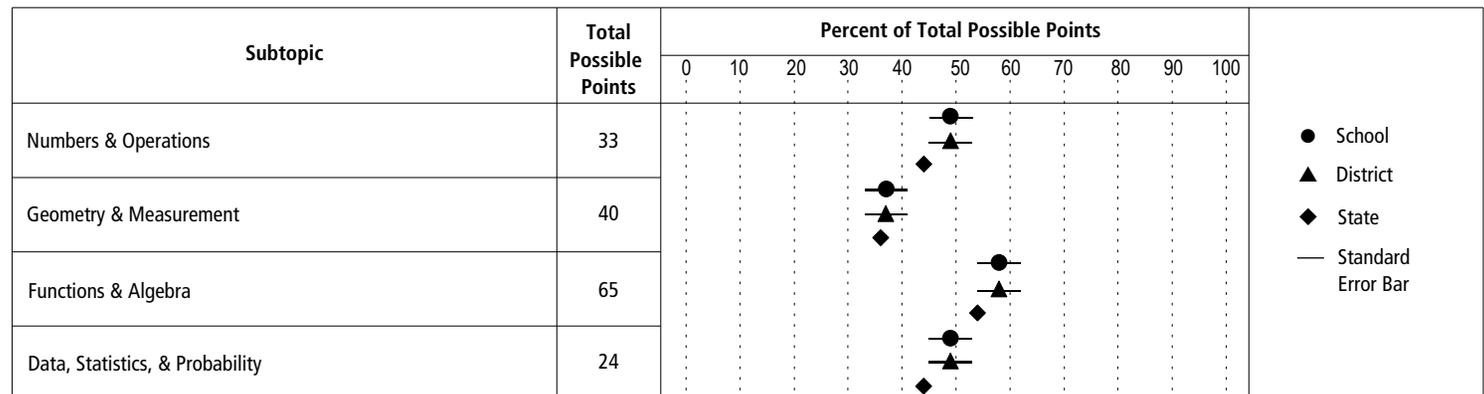
(Scaled Score 834–839)

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10	121	0	0	121	23	19	52	43	29	24	17	14	842
2010-11	136	0	2	134	22	16	62	46	36	27	14	10	843
2011-12	157	1	1	155	27	17	82	53	33	21	13	8	844
Cumulative Total	414	1	3	410	72	18	196	48	98	24	44	11	843
<b>District</b>													
2009-10	121	0	0	121	23	19	52	43	29	24	17	14	842
2010-11	137	0	2	135	22	16	62	46	36	27	15	11	843
2011-12	157	1	1	155	27	17	82	53	33	21	13	8	844
Cumulative Total	415	1	3	411	72	18	196	48	98	24	45	11	843
<b>State</b>													
2009-10	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
Cumulative Total	43,231	717	403	42,111	6,967	17	18,048	43	9,069	22	8,027	19	842





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

### Disaggregated Mathematics Results

School: Gray-New Gloucester Middle Sch  
 District: RSU 15/MSAD 15  
 State: Maine  
 Code: 1209-1530

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
<b>All Students</b>	157	1	1	155	27	17	82	53	33	21	13	8	844	155	17	53	21	8	844	14,013	17	43	21	19	842
<b>Gender</b>																									
Male	82	1	1	80	11	14	42	53	19	24	8	10	843	80	14	53	24	10	843	7,084	17	41	22	20	842
Female	75	0	0	75	16	21	40	53	14	19	5	7	845	75	21	53	19	7	845	6,929	17	45	21	17	843
Not Reported	0	0	0	0									0	0					0	0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	4	0	0	4									4						4	202	10	39	27	25	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2									2						2	107	6	36	29	30	838
Asian	1	0	0	1									1						1	235	25	42	16	17	845
Black or African American	1	0	0	1									1						1	375	6	25	26	43	834
Native Hawaiian or Pacific Islander	0	0	0	0									0						0	10	40	40	20	0	847
White	148	1	1	146	25	17	79	54	30	21	12	8	844	146	17	54	21	8	844	12,949	17	44	21	18	842
Two or more races	1	0	0	1									1						1	135	16	43	15	27	842
No Race/Ethnicity Reported	0	0	0	0									0						0	0					
<b>LEP Status</b>																									
Current LEP student	0	0	0	0									0						0	386	5	21	26	48	833
Former LEP student - monitoring year 1	0	0	0	0									0						0	18	11	61	22	6	844
Former LEP student - monitoring year 2	1	0	0	1									1						1	26	38	50	12	0	849
All Other Students	156	1	1	154	26	17	82	53	33	21	13	8	844	154	17	53	21	8	844	13,583	17	44	21	18	842
<b>IEP</b>																									
Students with an IEP	19	1	1	17	0	0	4	24	6	35	7	41	834	17	0	24	35	41	834	2,068	2	15	23	61	831
All Other Students	138	0	0	138	27	20	78	57	27	20	6	4	845	138	20	57	20	4	845	11,945	20	48	21	11	844
<b>SES</b>																									
Economically Disadvantaged Students	48	0	1	47	8	17	21	45	12	26	6	13	843	47	17	45	26	13	843	5,979	8	37	27	29	838
All Other Students	109	1	0	108	19	18	61	56	21	19	7	6	845	108	18	56	19	6	845	8,034	24	48	18	11	845
<b>Migrant</b>																									
Migrant Students	0	0	0	0									0						0	9					
All Other Students	157	1	1	155	27	17	82	53	33	21	13	8	844	155	17	53	21	8	844	14,004	17	43	21	19	842
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0									0						0	1,365	5	29	34	33	837
All Other Students	157	1	1	155	27	17	82	53	33	21	13	8	844	155	17	53	21	8	844	12,648	18	45	20	17	843
<b>504 Plan</b>																									
Students with a 504 Plan	7	0	0	7									7						7	400	13	43	27	17	841
All Other Students	150	1	1	148	26	18	77	52	32	22	13	9	844	148	18	52	22	9	844	13,613	17	43	21	19	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

### Writing Results

School: Gray-New Gloucester Middle Sch  
 District: RSU 15/MSAD 15  
 State: Maine  
 Code: 1209-1530

#### Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

#### Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

#### Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

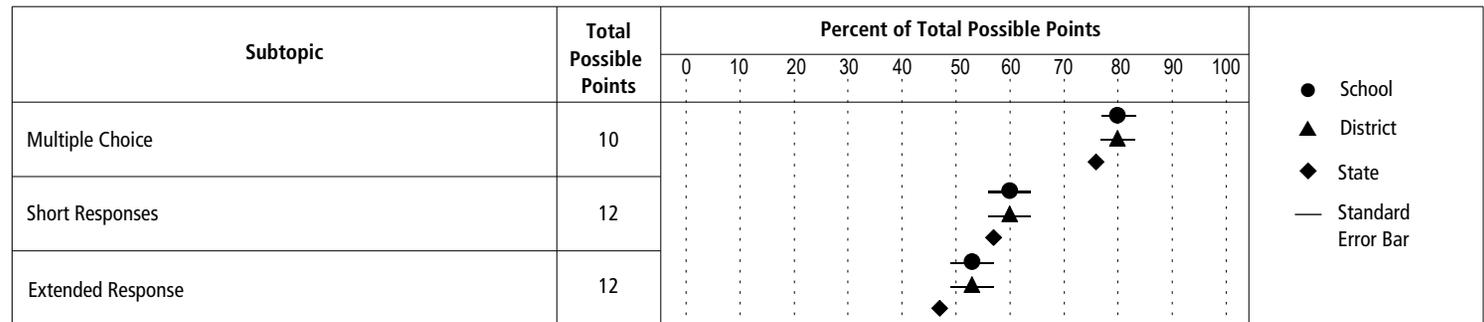
(Scaled Score 827–839)

#### Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10													
2010-11	136	0	2	134	7	5	73	54	48	36	6	4	841
2011-12	157	2	0	155	12	8	91	59	42	27	10	6	841
Cumulative Total	293	2	2	289	19	7	164	57	90	31	16	6	841
<b>District</b>													
2009-10													
2010-11	137	0	2	135	7	5	73	54	48	36	7	5	841
2011-12	157	2	0	155	12	8	91	59	42	27	10	6	841
Cumulative Total	294	2	2	290	19	7	164	57	90	31	17	6	841
<b>State</b>													
2009-10													
2010-11	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839
Cumulative Total	28,765	519	375	27,871	1,998	7	12,448	45	10,354	37	3,071	11	839





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

# Disaggregated Writing Results

**School:** Gray-New Gloucester Middle Sch  
**District:** RSU 15/MSAD 15  
**State:** Maine  
**Code:** 1209-1530

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
<b>All Students</b>	157	2	0	155	12	8	91	59	42	27	10	6	841	155	8	59	27	6	841	13,967	7	44	37	12	839
<b>Gender</b>																									
Male	82	2	0	80	3	4	38	48	29	36	10	13	839	80	4	48	36	13	839	7,056	4	35	43	18	836
Female	75	0	0	75	9	12	53	71	13	17	0	0	845	75	12	71	17	0	845	6,911	10	53	31	7	841
Not Reported	0	0	0	0									0	0					0	0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	4	0	0	4									4						4	199	5	35	45	15	837
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2									2						2	107	3	28	50	20	835
Asian	1	0	0	1									1						1	235	11	51	28	11	841
Black or African American	1	0	0	1									1						1	368	2	29	43	26	833
Native Hawaiian or Pacific Islander	0	0	0	0									0						0	10	10	60	30	0	843
White	148	2	0	146	11	8	88	60	40	27	7	5	842	146	8	60	27	5	842	12,915	7	44	37	12	839
Two or more races	1	0	0	1									1						1	133	7	49	34	11	839
No Race/Ethnicity Reported	0	0	0	0									0						0	0					
<b>LEP Status</b>																									
Current LEP student	0	0	0	0									0						0	378	2	23	44	31	831
Former LEP student - monitoring year 1	0	0	0	0									0						0	18	22	61	17	0	846
Former LEP student - monitoring year 2	1	0	0	1									1						1	26	15	69	15	0	846
All Other Students	156	2	0	154	11	7	91	59	42	27	10	6	841	154	7	59	27	6	841	13,545	7	44	37	12	839
<b>IEP</b>																									
Students with an IEP	19	2	0	17	0	0	3	18	9	53	5	29	832	17	0	18	53	29	832	2,052	<1	9	43	47	827
All Other Students	138	0	0	138	12	9	88	64	33	24	5	4	843	138	9	64	24	4	843	11,915	8	50	36	6	841
<b>SES</b>																									
Economically Disadvantaged Students	48	1	0	47	1	2	23	49	16	34	7	15	838	47	2	49	34	15	838	5,947	3	32	45	19	835
All Other Students	109	1	0	108	11	10	68	63	26	24	3	3	843	108	10	63	24	3	843	8,020	10	52	31	7	841
<b>Migrant</b>																									
Migrant Students	0	0	0	0									0						0	9					
All Other Students	157	2	0	155	12	8	91	59	42	27	10	6	841	155	8	59	27	6	841	13,958	7	44	37	12	839
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0									0						0	1,360	3	28	52	17	835
All Other Students	157	2	0	155	12	8	91	59	42	27	10	6	841	155	8	59	27	6	841	12,607	7	45	35	12	839
<b>504 Plan</b>																									
Students with a 504 Plan	7	0	0	7									7						7	399	3	35	48	14	836
All Other Students	150	2	0	148	12	8	86	58	40	27	10	7	841	148	8	58	27	7	841	13,568	7	44	37	12	839

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.